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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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Theme:

VIDEO CONFERENCING AND THE LISTENING SKILL

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TUTOR APPROVAL

Lcda. Mg. Ana Jazmina Vera de la Torre, holder of the I.D No 1801249341, in my capacity as supervisor of the Research dissertation on the topic: **“VIDEO CONFERENCING AND THE LISTENING SKILL”** investigated by Mister Jhon Orlando Criollo López, with I.D No. 1719580134, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by Directors Board.

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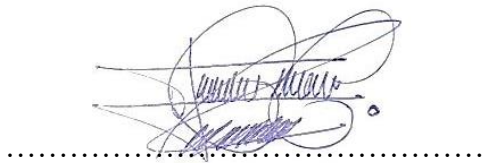
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DECLARATION PAGE

I declare this undergraduate dissertation entitled “**VIDEO CONFERENCING AND THE LISTENING SKILL**” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author’s responsibility.

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Jhon Orlando Criollo López

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DEDICATION

To my family, who has always supported me in every moment of my life. To my mom, who has always taken care of me and her advice encouraged me to be responsible at every stage of my life.

Jhon

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To my parents who encouraged me to continue with my studies and to the wonderful memory of my dad.

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To my teachers and to the university for giving me the opportunity to grow academically.

Jhon

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TOPIC: “VIDEO CONFERENCING AND THE LISTENING SKILL”

AUTHOR: Jhon Orlando Criollo López

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ABSTRACT

The listening skill is among the most challenging skills for students because they must distinguish between different accents and pronunciations. Due to the Covid-19 pandemic, new ways of teaching have been taken and meetings with video conferences have made great progress in this field. These video conferences can be done on different platforms like Zoom, Skype, Teams or Google Meets. This research aims to identify the influence of video conferencing on listening skill. For data collection, the participation of 30 students from sixth year of high school was necessary. A pre-test and post-test were applied to evaluate students before and after the treatment which consisted of five teaching lessons that introduced the use of audios during video conferences. After that, the results were analyzed and interpreted to have a better understanding of them. It was demonstrated that the employment of audios during meetings helped students learn new words and at the same time, they could solve doubts that arose at the time. Finally, the results showed that video conferencing influences listening skill but it also helps students feel more motivated in class.

Keywords: Video conferencing, listening skill, English language, virtual education

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RESUMEN

La habilidad de escuchar es una de las habilidades más desafiantes para los estudiantes porque deben distinguir entre diferentes acentos y pronunciaciones. Debido a la pandemia del Covid 19 se han tomado nuevas formas de enseñanza y las reuniones con video conferencias han tenido un gran avance en este campo. Estas video conferencias se pueden realizar en diferentes plataformas como Zoom, Skype, Teams o Google Meets. Esta investigación tiene como objetivo identificar la influencia de la videoconferencia en la habilidad de escuchar. Para la recolección de datos fue necesaria la participación de 30 estudiantes de sexto año de bachillerato. Se utilizó un pre-test y un post-test para evaluar a los estudiantes antes y después del tratamiento que consistió en cinco lecciones que introdujeron el uso de audios durante las videoconferencias. Posteriormente, los resultados fueron analizados e interpretados para tener una mejor comprensión de los mismos. Se demostró que el empleo de audios durante las reuniones ayudó a los estudiantes a aprender nuevas palabras y al mismo tiempo ellos pudieron resolver dudas que surgieron en el momento. Finalmente, los resultados mostraron que las videoconferencias influyen en la habilidad de escuchar, pero también contribuyen a que los estudiantes se sientan más motivados en clase.

Palabras clave: Video conferencias, habilidad para escuchar, idioma inglés, educación virtual

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Justification

The current research is focused on the use of video conferencing in the teaching-learning process. This study involves all aspects that can help students improve their listening skills. It determines how technology and academic process are combined for the acquisition of a new language and the flexibility to apply this kind of method. It defines an increase in productivity in education.

It is **important** because this tool is fast, effective, and efficient in difficult times like in Covid-19 or in some occasions in which people cannot get a face-to-face education, so it strengthens long-distance education or distance education. Not only it helps in education, but also it is used in jobs. Also, it allows three kinds of interaction: teacher-student, student-teacher, and student-student, so all of them could have verbal and visual contact no matter the location of each one.

This research is **innovative** because people did not employ technology in a high percentage and nowadays all people around the world use video conferencing to interact in education, meeting jobs, medicine, and so on. Furthermore, there is no previous research about how video conferencing develops listening skill.

This research has a great impact in education because students can get online education, learn in a dynamic way, and obtain information about any topic instantly. Besides, teachers use electronic devices to improve the teaching-learning process, so students become familiar with video conferencing applications.

This research is **feasible** because teachers and students do not need to invest much money because they have electronic devices in their houses, and Internet access all the time. Most of these applications on the Internet do not have cost, so all people can download them easily.

Finally, the **beneficiaries** are the students of Unidad Educativa Oxford (3rd level of high school) because the research is developed at their institution. This, in turn, improves interaction, acquisition and learning English as a Foreign Language. More importantly, students improve their listening skill and they use technology in

educational applications.

1.2 Investigative background

Although there is not much research specifically on this topic, some of papers were considered as the most important ones for the current research. The different sources for the research were taken from magazines, articles and thesis located in Google Scholar. All topics were collected from other countries, especially from Indonesia because this kind of education is common on that country. Some papers that evidence the influence of video conferencing in learning a new language are detailed in the following part and they are a demonstration of the importance of technology in the field of education, specifically in English language learning.

Fatani (2020) developed a study about students' satisfaction with video conferencing teaching quality during the Covid-19 pandemic". There was information about the change that education had in difficult times and how people felt using video conferences in the teaching-learning process. The objective of this research was to determine students' satisfaction through the use of video conferencing to learn case-based discussion (CBD). This research used a quasi-experimental design and the total population was 162 Saudi pediatric students. They were divided in 14 groups which were evaluated by 50 members of the faculty, they took classes using Blackboard Learn Ultra-application with the aim of determining the difference with face-to-face CBD learning. The results showed that video conferencing increased motivation and that it was important to employ technology in order to support traditional learning. This study is important because it shows that students feel good using this kind of applications and it develops students interest in online- classes.

Arif, Indrianis, and Hadiyatulloh (2021) studied the effectiveness, usefulness and perspectives about the use of Zoom video conferencing to teach English. For this research, the participation of 27 teachers was required. The authors used a mixed method, so it employed qualitative and quantitative methods. In order to get

information, it was necessary to apply an interview and a close questionnaire about teachers' experiences applying videoconferences during their classes. The results showed that teachers not only used Zoom application, but also they tried other applications such as Edmodo and Google Classroom because of the advantages they offer to engage students' attention. As conclusion, most teachers employ Zoom application because it is easy to use and it has many tools that allow the teaching-learning process. Finally, this study is important for this research because it gives some positive opinions and perspectives of teachers that used Zoom application. Hence, it motivates more teachers to implement video conferences in their online-classes.

Naidionova, and Ponomarenko (2018) analyzed the effects of podcasting technology in the development of students' listening skills. The objective of this study was to prove that students increase comprehension, perception, and understanding by using podcasting because it has become an important tool for teachers. The population for this research was 102 university students of Ukraine. They were evaluated at the end of the course and the reviewers used strategies based on observation, and pedagogical strategies of English as a foreign language in order to determine the influence of podcasting in listening ability. The results revealed that the use of podcasting is effective and useful in all activities because it promoted creativity, motivation, autonomy, perception and other important factors for the teaching-learning process. As conclusion, the application of Podcasting is essential for learners because they can improve their listening comprehension and it engages them in the class. Finally, this study is important for the current research because it demonstrates that there are good results by using podcasting in the classroom.

Nurul (2020) conducted an investigation with the purpose of determining the influence of Zoom meetings in distance English language learning. In this study, the population was 93 Indonesian students who took a questionnaire with open questions related to advantages and benefits of using zoom application. The questionnaire was developed in Google Forms. The results revealed that the majority of the students had

good perspective and comments about zoom application and its tools because it created good and didactic environments for the learning (EFL) in the class. As conclusion, students learn in a better way by using Zoom meetings because it creates good classroom environments. Finally, this study is important for the current research since it is linked to the importance of creating a good learning environment when teaching.

Upshaw (2019) led an investigation with the aim of analyzing the effects of video conferencing as an instructional tool in a high school Spanish classroom. He pointed out that learning a foreign language is a necessity in these last years, so people need to know two or more languages because of globalization. The population was 40 students of high school and they were divided in control and experimental groups. They were evaluated with a pre-test and post-test based on multiple choice questions, so the experimental group participated in five sessions using video conferencing with dynamic activities showing good results in learning a second language. The results indicated that the experimental group got better results in the post-test because they learned in a dynamic way with video conferencing. As conclusion, the use of video conferencing is recommended for the learning of any type of language, be it Spanish, English or any other around the world.

All the previous studies focus on the use of technology in educational field, specifically in the teaching of the English language. Furthermore, most of these studies used a quasi-experimental design in order to verify the correlation between technology and the improvement of the English language learning (listening skill). For this reason, the current research work was carried out in Salcedo city at Unidad Educativa Oxford with students of 3 BGU where the same methods were used. After the treatment, a pre-test and post-test were applied with the aim of getting numerical data that were analyzed to identify if was an improvement on students' listening skill.

1.3 Theoretical framework

Independent variable theoretical support

Technology in education

Nowadays, technology in education is remarkable because it is possible to see that all students and teachers work with it, and they are learning through different devices in the class (home-class), but we can see some drawbacks such as distractions, conversations with another person, or a student sleeping during the class. All these factors can be found in face-to-face education too, so technology has had an important advance in the academic process (Purdue Online, 2018).

Technology in education was a necessary change in recent years. It is possible to get all information instantly, in a few seconds and anywhere through a smartphone. Currently, a board, books and other materials are old-fashioned, and technology is responsible for this new thinking. Furthermore, a very effective tool is the learning platform because it can engage students and they feel motivated to perform any online activity, game, homework, and so on (De Bruyckere, Kirschner, & Hulshof, 2016).

According to Ferdous (2020), technology allowed people to do things that they never thought they could. The evolution of technology has changed several aspects in our daily life especially in communication because there are new ways that allow communicating ideas, points of view, and opinions through electronic devices. It is essential in education due to the online resources it provides, and it helps the students understand the context in a better way. Furthermore, students are motivated with this tool, they are independent, and they carry out research effectively. In addition, students can show skills using technology because they have more interactive resources, so not only they communicate with others, but also, they acquire information. It gives students a quality education.

Herold (2016) mentions that technology is related to personalize learning, so it is a powerful tool that can be used in online-education according to student's necessities, weaknesses, and strengths. The main idea is that students have a variety of options when using a platform, digital devices, or any online activity. If they have more inputs to knowledge, they will learn it easily. Also, there is a learning management system that allows to establish schedules, distribute activities and tasks. Besides, teachers can control the student progress in all activities that they will perform because they can use applications like “Teams” where students are constantly supervised or Zoom meetings where teachers check students’ informal assessments.

Online communication

It is an essential tool in the society because it allows communication between people around the world no matter distance. It can use messages to transmit information and it is convenient, but it is not as efficient as face-to-face communication. In online communication, some people lose layers of conversational depth that can be found in face-to-face communication, so there will be bad results when we interact with other people through electronic devices (Benson & Brack, 2010).

In contrast, there most traditional types of communication were verbal and non-verbal, but now through electronic devices there are different methods to communicate with others easily. Online communication refers to how people use computers or cellphones to communicate around the world using internet connection. People commonly choose this method because it has advantages such as flexibility and usability, and it can link friends, parents, siblings just with one click. There are different types of online communication, but it is important to mention: emails, chats, SMS, and forums (Ez Talks, 2017).

Online communication works according to the user's needs due to the

different methods that are used to communicate with others. For instance: people can send instant messaging, social network or video chat depending on their necessity or comfort. All these methods are good in this kind of communication because they are convenient or maybe they are interesting to share information. There is a weakness in this tool, and it is privacy, so it is necessary to consider that personal information, conversations, messages, and others are not completely sure. Online communication in education increases the teaching-learning process because students can interact with classmates and teachers easily, but the most important aspect is that it creates a sense of classroom community, so they can develop any activity (GCF Global, 2017).

Web 2.0

According to Peters (2020), web 2.0 is related to all internet features and websites that allow people to change, create, and share information, texts, pictures, and so on. It has more content in contrast to web 1.0, so users can exchange information effectively and be interconnected with each other. There are some advantages like flexibility, mobility, user-friendly, up-to-date, real time, and so on. On the other hand, there are disadvantages such as cyberbullying, online-stalking, identify theft, doxing, among others.

As University of Melbourne (2008) states, web 2.0 is a set of techniques which aim is to allow interaction because all people are connected through internet and users can share, post, upload, download information. The innovation allows them to manipulate it easily due to its innovative interfaces in its presentation. Nowadays, all people use internet, and the most relevant example is that there are many social networks and people have access to them every day. We can identify 3 associated services in Web 2.0 and they are:

- Social networks: They allow users to create a personal page in order to exchange and share information, videos, photos, feelings, and so on with their friends and the community in general.
- Blogs: The blog is like a personal diary in which people can publish or post

online articles about education, travels, food, and so on. The blog is created by users using a platform, so they share any type of information on it, some people have called it "online journal"

- Wikis: It is related to collaborative work because people can create and modify information on this website through an electronic device. It is a tool of easy use and one example is Wikipedia.

Web 2.0 not only allows people to contribute to the website, but also they can get a more dynamic, active and participatory role. It contains information about different topics posted in associated services like blogs, social networks, and wikis. These websites have photos, audios, and videos too, the aim of these tools is to promote interaction between users, so they can easily exchange information with people in their community or around the world and the experience of using web 2.0 can engage more and more participants. It is also called social web and it creates a collaborative environment in education where students are no longer the passive receiver to become creators of their own information on the websites. Inside web 2.0 there are some useful tools such as: digital portfolios, podcasts, social networks, slide casts, wikis, and so on. All of them allow users to create, share, download and upload information in an interactive way (Techopedia, 2020).

Web 2.0 refers to the evolution of traditional applications to new applications focused on user's necessities with more dynamic tools to improve this service. They adopt an interactive role where it is possible to encourage collaborative work in all activities that they are going to develop, so they can create group work to provide excellent data, information, and content. Furthermore, web 2.0 has more possibilities to promote learning because people can get all kind of information in little time through multiple devices and they can exchange information with people miles away without any problem (IGI Global, 2020).

Video conferences

Video conferences refers to online communication between 2 or more people through real-time video and audio transmission regardless of the participants' location. This tool enables interaction remotely across the world and this allows users to make video calls or video conferencing in small or big groups. Nowadays, there are more features and functions in this tool, and this is because technology increases every day and it is more focused on online education. Video conferencing is a tool where students can join collaborative work using platforms, slides, recordings, educational games, audios, videos, and so on. (Tech target, n.d.).

Video conference is a system designed specially to distance meetings and it involves auditory, visual, and verbal interaction among people around the world, one important aspect is that all devices should be compatible between them. Furthermore, participants can exchange opinions, view documents, photos, videos, educational games, pictures without the need to be in the same place that other people. Videoconferencing has a relationship with conference call, and they are not two different terms like many people think. Videoconferencing is a service where users can meet new people, partners, teachers, and students with different educational levels. It encourages meetings in any part of the world just with the use of internet and electronic devices (Lifesize, 2018).

Video conference gives the possibility of online communication between learners like in face-to-face education because they can interact without problem. Users can see the movement of their partners, hear their voice, among other things. In this system, they have the same information exchange options as in face-to-face classes. It is defined as a dynamic and interactive transfer of images, sound, and video in real time (especially in digital format) where people enjoy the benefits of this tool, and they not only see documents with information, but also they can see teachers or students' gestures. There are some advantages of this tool and they are: inexpensive, cheap, and practical (Cisco, 2018). Cisco also states that videoconferencing can be

considered as a communication service that provides a wide range of advantages in education, especially in higher education. The use of videoconferencing develops students' critical thinking and autonomous work because they must not only limit themselves to what is taught during the videoconference, but must also incorporate extra materials.

According to Zielinski (2020), the interactive videoconferencing has a remarkable advance in several activities either in universities or jobs. It focuses on improving the performance of activities and the communication can be effective. In these times, videoconferencing is a very important aspect in online education and for this reason, people work hard in new tools that allow a correct development of the teaching-learning process. Videoconferencing is a system of communication where participants make collective meetings no matter their location, in this system the communication is presented in real time with sound and image of other users. The participants can interact like in face-to-face meetings, so they can exchange data, information, slides, documents, articles, and so on. In addition, it is possible to transmit visual and oral messages, so it is possible to make gestures, physical presence, or mimics through a camera to convey a message and the other person can understand it clearly. Furthermore, people develop social abilities because all applications are linked to the collaborative effort and work in all activities. This communication system forms a complex network that can link people in different parts of the world.

Zielinski also states that video conferencing is a tool that works with a phone call where the audio must be clear and the video or information is presented on the screen between compatible applications and different devices. All these characteristics improve the video conferencing and its communicative potential, so users are engaged all the time in the class, activity, or educative game. This form of communication can be used as a resource or complement of a multimedia resource to be applied in distant meetings between 2 or more participants in different parts of the world. It is important to mention some characteristics of this system and they are:

physical presence, interactivity, speed, comfort, usability, and economy.

Correia (2020) states that electronic leaning (e-learning) through different useful applications such as Microsoft teams, Skype, WhatsApp and Zoom is a novelty tool for distance education, giving much learning opportunities and adapting to all educational environments. The author mentions that it is a good experience for new generation because it has quality of leaning and it supports learning by using interactive teaching methods. It is important to consider that there are suggestions and comments about this system but it is effective in education, all of these features are approved by pedagogical approaches.

For Tucker (2020), there are some ways to use video conferencing in teaching English. First, teachers can host a series of video conferencing sessions that can be focused on different skills. It helps students to have a continuous reinforcement of the English language specially because working with small groups allow all students to participate and not just some of them. The main advantage of these sessions is that they can be recorded and all students have access to the videos later. Second, video conferencing can be used for small group discussions. The idea is that students reinforce the reading, video or listening topic that they previously received. It helps students to have a previous idea about the content and it facilitates communication during the meeting. Last but not least, the most important way of having a successful video conferencing is to choose the appropriate activities and materials pending on the age and level of the students.

Dependent variable theoretical support

Communication

According to Gómez and Simón (2016), human beings use language all the time to communicate meaning, express feelings, or give opinions, so it involves all kinds of conversation where people interact creating work groups, societies, or

projects. People actions are linked to conversations such as: how a person can communicate with others, learn to hear, and conversations design. All these competencies are present at different levels, either personally or professionally. Communication has existed since the beginning of time starting with simple signals to become a complete communication process used to transmit contents related to thinking. However, it is not a simple method to transmit meaning and thinking, it must be considered as an important mechanism for world development. In order to establish good communication, it is not only necessary to talk and talk, but also it is necessary to transmit emotions, complete ideas, opinions or plans. There are three important elements in communication: transmitter, receiver and message. The correct use of these elements make the communication process less complex.

Linguistics skills

Listening skill is linked to pragmatic elements specially with the intention of the speaker, the social context, and the ideology of the speaker. It is related to complex cognitive processes because it is a sequential process which involves comprehension, acquisition, external factors where the learner weaves the meaning unlike reading that have materials to support the learning process. In the development of this skill, the learner must follow two very important steps that are understanding and decoding because these interfere with different aspects that the speaker has such as the ideological point of view, the intention, the feelings, emotions, and most importantly, the context. Listening skill is very similar to reading skill in one sense: the way in which a person understands and interprets the context. The learning process is so difficult in some aspects because the students need immediate answers in the dialogue. There are some strategies to solve difficulties in the academic process related to listening skill and teachers should promote these strategies in class through activities or games. Listening skill is necessary to provide a democratic learning where students can exchange opinions or ideas freely. Furthermore, listening is an essential part of the dialogue, communication and understanding, therefore it is important if people want to transmit comfort or disagreement (Ceballos, Ramírez, &

Isaza, 2015).

Speaking is the act in which an individual tries to communicate, using a language or language form, this being, basically, the vocalization of sounds. It is a psycho-physical phenomenon, within which images and concepts are associated, which are created by the subject involved, following the meaning of each object. This process is closely related to communication and language, issues that are related to the transmission of ideas and the relationship between individuals. It is considered proper to each individual and coming from the intelligence and will of each person (Consello da Cultura Galena, 2018).

Consello da Cultura Galena (2018) also states that the close relationship between reading and writing benefits the language learner as he develops skills in both skills. The integration of the two skills should form part of any writing course. His development and practice make the student an active participant in this integration. Also, instructors should not emphasize only texts and types activities and techniques used in courses but should also observe permanently the processes that students follow when they read or write. In this regard, the information that students bring with them at the time of writing is essential and its application to writing process should be taken very seriously in the class.

Receptive skills

According to Alonso and Alonso (2018), receptive skills are more difficult than productive ones. All language users have greater receptive competence (the language they can understand) than productive competence (the language they can produce). The author states that language teaching, more effort should be devoted to developing the receptive competence of students than to their productive competence. He affirmed that the productive capacity of students will arise naturally from

receptive knowledge. He focused on the fact that meaningful understanding is all that is needed to facilitate language learning. Listening and reading are receptive skills because students do not need to produce language, they receive it and understand it. These abilities are sometimes known as passive abilities.

Alonso et al. (2018) also mentions that receptive skills include understanding when you listen and when you read. Due to the importance of this topic in learning a foreign language the accumulated experience in pedagogical practice and the results obtained after the application of scientific methods showed that there are still difficulties in the development of productive skills in students.

- Students have deficiencies to understand spoken language.
- Students do not read expressively taking into account: intonation, pronunciation, rhythm and stress.
- Low level of motivation on the part of students with respect to English classes.
- Poor development of the ability to listen in students.
- Insufficiency, on the part of teachers, when designing activities for the development of receptive skills.

Receptive skills refer to how a person can extract meaning through the discourse, conversation, dialogue, or interaction. Reading and listening are receptive skills, so it has relationship with thinking of people in the classroom. It is possible to find some cognitive models in receptive skills and they are sensory memory for reading and sensory memory for listening. Sensory memory for reading involves pictures, landscapes, photos, all elements that human eye can observe. On the other hand, sensory memory for listening is linked to external sounds, external sound waves that a person can hear in an environment. The sensory memory is affected by environment, so it can determine understanding of a person in a short-term memory and long-term memory. Besides, listeners or readers focus on keywords, specific words or detailed information that allow understanding for they can build their knowledge. People focus

on vocabulary and syntax too because it gives them sense in the sentences and in the context that they are learning (Criado, 2010).

Listening skill

According to Harmer (2010), the listening skill is considered an essential part of the learning process because in the learning of a foreign language the listening skill plays an essential role, so all students develop their language when they listen to their teachers, music, videos, etc. in a foreign language. Since beginning of the teaching processes how competence this skill is considered very important in the communication process, it puts emphasis on the stimulus of the learning, especially in the listening comprehension and the oral production.

Harmer (2010) also states that among the four language skills, listening skill is the most used for learners because in the classroom interaction they need to listen to and talk correctly using the adequate grammar structure for an effective communication. In addition, this skill is linked to daily life because people need it for interact in all contexts. Also, it is considered as an objective into the class because in all activities, students need to listen before doing something.

According to Worthington and Bodie (2017), the listening skill is linked to sound perception and all features that are related with it, so it studies physiological components when a person is acquiring information. This process is called multidimensional construction and it is related to affective processes like motivation, how motivation can influence in this process and how it engages attention of listeners. Furthermore, it has relationship with behavioral processes, and it means non-verbal and verbal feedback, so it studies the attitude when a person is learning. In addition, this skill involves complex cognitive processes because in this skill interpretation and comprehension are very important steps during the teaching-learning process. In complex cognitive processes, there are cognitive components. It is based on continuous information processing to the brain, so it is related to all

factors, features, environment, context that intervene in this process. This skill is essential in communication because it allows to understand, interpret and process the information of the listeners.

Harmer (2010) states that listening improves pronunciation of students because they learn better with spoken language, so they acquire word stress, intonation, and all words that work together in sentences. The most important resource in the class is the voice of the teacher because students learn by exposure that means learning a foreign language unconsciously, through interaction or any activity in the classroom. All these activities are presented according to the level of students and the kind of intelligence that every student has. There are some listening resources that are used as a supplementary material in the teaching-learning process, and it gives students deep information about the topic of study. On the other hand, there are live audios that are very different to recorded extracts, so it is related to face-to-face interaction in the classroom.

According to Heredia (2018), listening involves many factors but the most important ones are concentration and effort because not only listening involves paying attention to an audio but also, it involves interpreting sounds and messages depending on the context. It helps them to understand and know how to use the foreign language with more confidence and fluency. Group listening activities stimulate students to improve their imagination, and it motivates them to start talking. Schmidt (2016) pointed out that listening allows communication because it is possible to receive messages effectively avoiding misunderstanding. This skill and vocabulary are also related because they allow students to acquire a great experience and they can put into practice using a variety of types and at different levels of listening. According to what they hear, students are capable to make their own decisions and criteria.

The listening skill allows receiving messages effectively; it involves psychological processes and empathy during interaction between two or more people.

It allows knowing feelings of another person, his attitude, his self-esteem, and so on. The listening skill needs a high level of concentration and energy during this crucial process in order to get good learning results. There are five important stages in the learning process: step 1 (hearing), step 2 (learning), step 3 (recalling), step 4 (judging) and step 5 (answering). Receiving is a physical response of sound waves and it depends on attention and motivation. Understanding refers to the comprehension of symbols that a person sees or listens, in this step the information is analyzed completely. Remembering is a listening process because it shows results about the understanding of a person, not just receiving the message. It means that the memory is selective during the process of listening. Evaluating is only for active listeners and they can classify information, they can determine the lack of information in the message. Responding is focus on non-verbal feedback and it shows the degree of success in the transmission of messages in the listening process (Tyagi, 2013).

According to Puverness, Spratt, and William (2011), listening refers to make sense of meaningful sounds to convey a complete idea. It is associated to the context, language, and the knowledge that we have about the world. Listening involves many important factors such as understanding different speeds of speech, accents or sentences and word stress, making sense of connected speech, and using the correct listening subskills. These listening subskills depend on our purpose for listening. They can be listening for gist (global understanding), specific information, detail and to infer attitude. The last one refers to understand the attitude that the speaker is expressing.

Puverness et al. (2011) also states that among the four skills listening and reading are considered receptive skills, so students don't produce language. Listeners give sense to external sounds in a determined context and it is linked to spoken language. There are some differences between spoken and written language, so spoken language uses correct stress and intonation in grammar structure through body movements like facial expressions or gestures. On the other hand, written language is based on words punctuation and capitalization, and how learners join word or

sentences in order to learn language. Listening skill is linked to accents or speed of speech because people can speak slowly, fluently or using pauses depending on their location, these features have a relationship with connected speech, linking and subskills.

Listening subskills

There are several subskills in listening and they are listening for gist which is a global understanding of the topic, listening for detail that means to know the attitude of speakers, intensive listening that refers to all activities that students develop during the class, and extensive listening that involves all practice without the necessity of staying in a classroom.

Manuel (2021) mentioned that listening for gist means to pick up key words of an audio with the aim of answering some specific questions. This can be done even if the learner does not understand the complete content of the audio. In contrast, listening for detail refers to understanding every word of a text because the task requires information that is not explicit in the audio. Another listening subskill is intensive listening and Kreisa (2022) mentions that it refers to paying attention to the way in which language is used. In this case, the most important thing is the grammar and vocabulary used in the audio instead of the content. The audios are short and they help learners to practice the language. This subskill is specially developed during English classes. Finally, extensive listening refers to listening for pleasure, the different recordings we use to practice by ourselves and they are selected according to the learner's preferences. It is an individual activity that facilitates English language learning because learners receive lots of meaningful messages that help them improve their language skills (Kramer, 2013).

Listening Process

According to the Highline College (2022), listening process involves 4 important stages. The first one is receiving, in this stage learners obtain all the information from the audio. In this stage, learners can identify sounds and give them meaning. Second, understanding is the stage where learners determine the context of the language and they determine the speakers' message. An effective way for better understanding is to ask questions, it is for that reason that after listening activities teacher asks students to answer question orally or in a piece of paper. The following stage is evaluating. In this part, it is determined whether or not the information they understood from the audio is correct and well-constructed. The last one is responding, in this stage students or the teacher ask questions to get additional information about the audio. This last aspect is the most evident in our daily life because when listening to another person there is the purpose of giving an answer and continuing with the established conversation.

1.4 Objectives

General objective

To identify the influence of video conferencing in listening skill.

Specific objective

To review the effectiveness of using video conferencing to develop listening skill.

To determine the level of listening of each student.

To recognize the importance of video conferences to improve listening skill.

CHAPTER II

METHODOLOGY

2.1 Resources

The following resources were essential for the research development because Video conferencing involved many tools, parameters, features, control, utility, adaptability, among others. In this research there were various resources, among them human resources that were students of 3 BGU at Unidad Educativa Oxford, technology because all students and the researcher needed access to electronic devices, such as desktops, laptops or smartphones. Economic resources are considered because of internet access, materials (podcast about different topics and lesson plans to introduce the listening activities).

2.2 Basic methods of research

2.2.1 Research approach

The current research used a mixed approach (Qualitative and Quantitative). Baptista, Fernández, and Sampieri (2010) state that qualitative approach is based on data collection and the analysis of it. On the other hand, quantitative approach follows a chronological order, it means that it has a set of stages that the researcher needs to follow as a procedure, this approach is based on statistical methods, so the researcher can create conclusions of the research. The current research work fulfilled with characteristics and parameters about qualitative and quantitative approach because, in this study, the researcher analyzed data collected about listening activities that were presented during online-classes for the purpose of create questions about learning through video conferencing and the researcher followed a chronological order of steps and stages getting statistics results in order to verify effectiveness in the listening comprehension in an online context.

2.3 Research modality

2.3.1 Field

The present research work was developed Unidad Educativa Oxford, it was necessary to make an observation of participants' development with listening activities in order to get interpretations and conclusions. According to Blackstone (2015), all these aspects are part of field research. He defines it as an observation process and data collection where the phenomenon of study happens, it means that the researcher chooses a place of study, the time of the study and strategies theoretical directed to observation.

2.3.2 Bibliographic – documentary

Allen (2017) affirms that bibliographic-documentary research contains data collected from published materials such as: articles, journals, repositories, online-libraries, e-books, magazines, and newspapers. As a result, this research work was bibliographic-documentary too because it looked for many scientific articles and thesis about the two variables.

2.3.3 Experimental research

Harland (n.d.) declares that experimental research is linked to the hypothesis testing, so the researcher needs to collect data that support the hypothesis of the research work. Furthermore, it looks for the relationship between the two variables and all the factors involved. This research work was experimental because it found good results based on a hypothesis though use of technology in education, so the hypothesis was to determine the influence of Video conferencing in listening skill and the researcher supported with much information about these two variables.

2.4 Level or type of research

2.4.1 Exploratory research

Baptista, Fernández, and Sampieri (2010) mention that exploratory research has place when a study is not clear and there is not deep information about it, or when there are novel topics. This was the case of the current research and the main reason was that Video conferencing has won popularity in the last years because of COVID-19, so all people around the world used Video conferencing in different fields, especially in education. Specifically, this research has a quasi-experimental design because the groups were already assigned.

2.5 Population and sample

The research work was developed at Unidad Educativa Oxford and the population was 30 students of 3 BGU, the estimated students age was 17 to 18 years old.

Table 1: Population

Description	Number	Percentage
Students of 3BGU from Unidad Educativa Oxford	23	100%
Total	23	100%

Source: Students' list

Elaborated by: Criollo, J. (2021)

2.6 Techniques and instruments

In order to determine the effectiveness of Video conferencing in the Listening Skill, a pre-test and post-test were applied. The instrument used for this research was based on the listening skill tests from Cambridge. This instrument was taken from PET formats for B1 level and it was applied to 23 students at Unidad Educativa Oxford.

The pre-test and post-test consisted of 4 parts, three of them where students listened

to an audio and choose the correct answers depending on the situation and one part where students should complete a text with information of the audio. The treatment of this research was developed during 5 classes of 40 minutes where students were exposed to the use of different audio activities.

Finally, the results of the pre-test and post-test showed statistical data about students' progress that was analyzed in order to identify the effectiveness of Video conferencing in the Listening Skill.

2.7 Hypothesis

Alternative hypothesis

Video conferencing influences in the Listening Skill of students of 3 BGU at "Unidad Educativa Oxford"

Null hypothesis

Video conferencing does not influence in the Listening Skill of students of 3 BGU at "Unidad Educativa Oxford"

2.8 Variable identification

Video conferencing (Independent Variable)

Listening skill (Dependent Variable)

CHAPTER III

ANALYSIS AND INTERPRETATION OF RESULTS

3.1 Analysis and discussion of results

This chapter shows the data obtained with each test (pre and post-tests) and the statistical analysis that were done with them. The pre-test and post-test were applied to 23 students of 3ro de Bachillerato General Unificado at Unidad Educativa Oxford with the aim of identifying the influence of video conferencing during English classes. The statistical data was analyzed with tables and figures to have a better understanding of the results.

First, both tests were taken from the Preliminary English Test (PET) developed by Cambridge University. They consisted of 4 parts; the first one was about listening for specific information where students had to choose the correct image depending on the audio. The second part was about listening for gist where they had to complete a sentence or answer a question by choosing the correct answer. Part 3 was about identifying specific information and completing a text. Finally, part 4 was about listening for a detailed understanding and choosing the correct option depending to the question or sentence. The tests were scored with the criterion of good and bad answers over 25 points and then the total score over 10 points.

3.2 Analysis and interpretation of results

Table 2: PET test (Pre-test results)

Students	Part 1	Part 2	Part 3	Part 4	Total over 25	Total over 10
1	3	3	0	3	9	3,6
2	7	5	4	5	21	8,4
3	7	6	4	6	23	9,2
4	1	6	4	6	17	6,8
5	0	3	1	5	9	3,6
6	3	6	5	6	20	8,0
7	2	6	3	6	17	6,8
8	3	5	5	6	19	7,6
9	7	5	5	6	23	9,2
10	4	6	6	5	21	8,4
11	2	2	3	6	13	5,2
12	3	6	6	6	21	8,4
13	3	1	0	0	4	1,6
14	3	2	0	3	8	3,2
15	3	4	6	6	19	7,6
16	3	6	6	6	21	8,4
17	3	6	5	6	20	8,0
18	3	6	6	5	20	8,0
19	3	6	6	5	20	8,0
20	3	6	6	6	21	8,4
21	1	3	3	0	7	2,8
22	3	6	6	6	21	8,4
23	5	4	4	0	13	5,2
X	3,26	4,73	4,08	4,73	16,82	6,73

Source: Students form Unidad Educativa Oxford

Elaborated by: Criollo, J. (2022)

Table 3: PET test (Post-test results)

Students	Part 1	Part 2	Part 3	Part 4	Total over 25	Total over 10
1	5	6	5	6	22	8,8
2	6	5	5	6	22	8,8
3	5	3	6	5	19	7,6
4	4	5	4	5	18	7,2
5	7	6	6	6	25	10
6	6	4	4	6	20	8,0
7	3	5	4	6	18	7,2
8	7	6	4	6	23	9,2
9	7	6	6	6	25	10
10	6	5	5	6	22	8,8
11	7	6	6	6	25	10
12	7	4	5	6	22	8,8
13	4	6	5	6	21	8,4
14	7	6	1	6	20	8,0
15	6	6	4	6	22	8,8
16	7	3	5	6	21	8,4
17	7	6	4	6	23	9,2
18	5	6	6	6	23	9,2
19	7	6	5	6	24	9,6
20	5	5	6	4	20	8,0
21	5	5	5	5	20	8,0
22	7	6	4	5	22	8,8
23	7	4	6	5	22	8,8
X	5,95	5,21	4,82	5,69	21,69	8,67

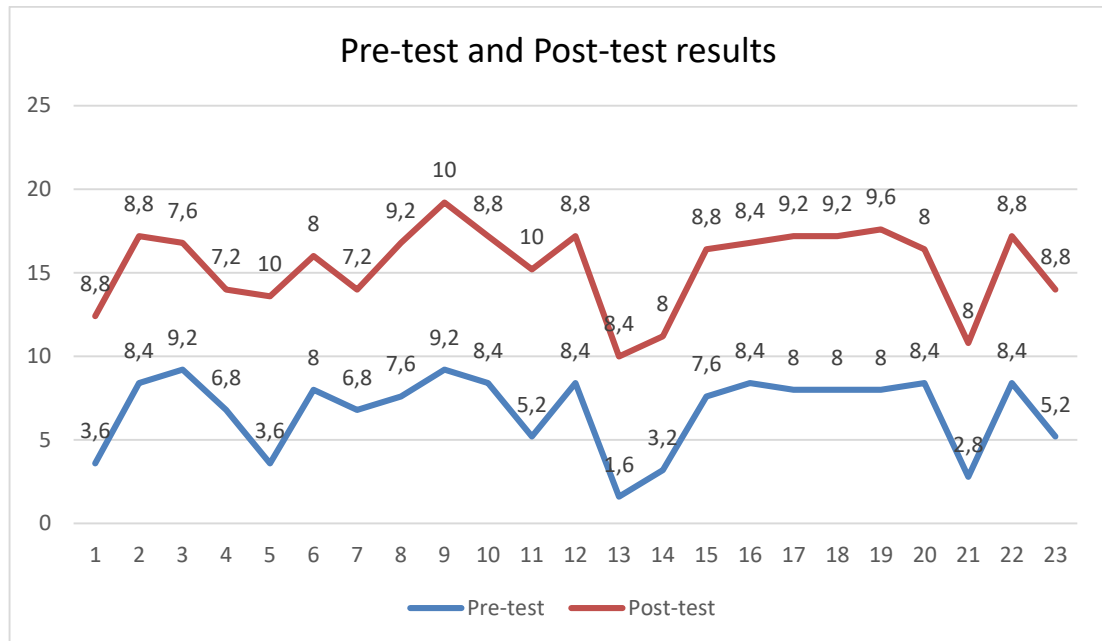
Source: Students form Unidad Educativa Oxford

Elaborated by: Criollo, J. (2022)

3.2.1 Data interpretation

Pre-test and post-test individual grades

Figure 1: Pre-test and post-test results over 10



Source: Students form Unidad Educativa Oxford

Elaborated by: Criollo, J. (2022)

Analysis and interpretation

Figure 1 displays the results over 10 points of 23 students who took the pre-test and post-test to evaluate their listening skills. In the pre-test, the highest score was 9,2 while the lowest score was 1,6. In contrast, in the post-test the highest score was 10 and the lower score was 8,4.

In consequence, students improved their listening competence after participating in the videoconferences. All activities developed during classes were about the vocabulary students found during the pre-test such. The implementation of videoconferencing sessions on a frequent basis helped the students with their listening part since they were not only sent tasks but also had a connection with the

researcher and that allowed them to receive feedback.

3.2.2 Pre-test and post-test average

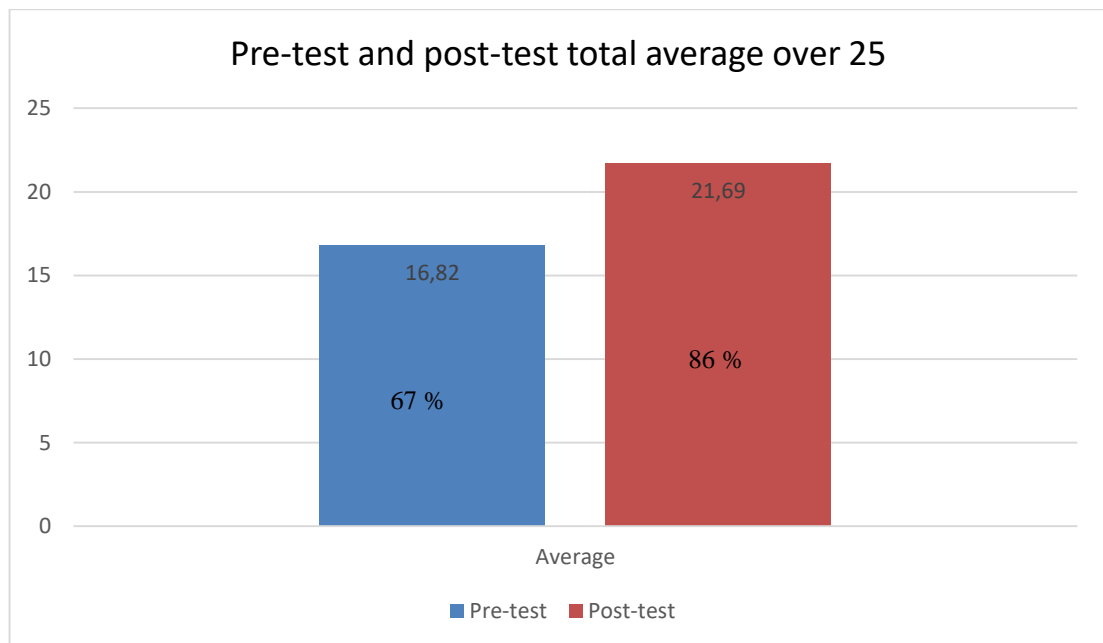
Table 4: Pre-test and post-test difference

Results	Pre-test	Post-test	Difference
Average	16,82	21,69	4,87

Source: Students form Unidad Educativa Oxford

Elaborated by: Criollo, J. (2022)

Figure 2: Average of pre-test and post-test over 25



Source: Students form Unidad Educativa Oxford

Elaborated by: Criollo, J. (2022)

Analysis and interpretation

Figure 2 shows a comparison between the total average of the pre-test and post-test and the difference between them. Meanwhile, in the pre-test the total percentage was 67%. In the post-test the total percentage was 86%. It means that the difference between each test was 4,87 which represents 19,48% from the total.

Therefore, the percentages showed that the treatment helped students remember vocabulary words that they had already learned. The activities developed during the video conferences were suitable to improve students listening skill. Activities like listening to audios and completing exercises helped students to remember things and used them in different situations. The most important point after each activity was to give students feedback and correct their mistakes on time.

3.3 Hypothesis verification

3.3.1 Hypothesis statement

Alternative hypothesis

Video conferences influence the development of listening skill.

Null Hypothesis

Video conferences do not influence the development of listening skill.

3.3.2 T-test paired sample statistics

In order to analyze the data obtained of each test, it was necessary to use the statistical software SPSS and apply a T-test to identify whether there was an improvement on students listening skill or not. Mainly, to determine which alternative is correct for this research.

Table 5: Paired sample statistics

		Mean	N	Std deviation	Std. error mean
Pair 1	Pre-test	6,73	23	2,2904	,4776
	Post-test	8,67	23	,8129	,1695

Source: SPSS Statistical Software
Elaborated by: Criollo, J. (2022)

Table 5 displays the the mean score in the pre-test was 6,73 while the mean score in the post-test was 8,67. It shows a remarkable difference between each test and it is possible to say that there were better scores in the post-test.

3.3.3 Paired sample correlations

Table 6: Paired sample statistics

		N	Correlation	Sig
Pair 1	Pre-test	23	,038	,863
	Post-test			

Source: SPSS Statistical Software

Elaborated by: Criollo, J. (2022)

3.3.3 Paired sample correlations

Table 7: Paired sample T-test

	Mean	Std. Deviation	Std. Error Mean	95% confidence interval of difference		t	dr	Sig. (2-tailed)
				Lower	Upper			
Pre-test	-1,9478	2,4009	,5006	-2,9861	-,9096	-3,891	22	,001
Post-test								

Source: SPSS Statistical Software

Elaborated by: Criollo, J. (2022)

Table 7 presents the statistical results obtained from the SPSS software. It is demonstrated that there is a remarkable difference of 1,94 points between each test. In addition, the P value is less than 0,05 and with this statistical results it can be concluded that the null hypothesis is rejected and the alternative one is accepted. Therefore, video conferencing has a real influence in the development of students listening skills. All sessions help students to learn something new or to recycle language and it was helpful for them because they improved their academic development and their comprehension of the English language.

3.4 Discussion

The results presented in this chapter display clear evidence about the importance of applying technology in education, mainly when talking about the presence of video conferencing. In fact, the scores gathered during each test demonstrated that with the use of video conferences and listening activities, students could recognize basic vocabulary words and it helped them to understand large audios about different topics related to the tests.

Upshaw (2019) developed a similar study about the influence of video conferencing in education and his results also demonstrated that after applying video conferences students had an improvement in their academic development. Meanwhile, Upshaw's study focused on Spanish language learning. This study focused on English language learning but the results were the same. Improvement in learning is present in both cases. Another difference between the two investigations is that Upshaw's study divided the population in control and experimental groups but for this research just an experimental group was required. A pre-test and post-test was applied to that experimental group and the results showed that there was an improvement of 1,94 points in the total score.

Moreover, the results showed that video conferencing not only helps students to improve their listening skill, but also they felt more comfortable to participate during the meetings. That finding was evidenced when students compared their answers. At the beginning, students did not want to participate because they felt they were going to make a mistake. That situation changed in the next meetings because students knew that if they made a mistake, the only thing that would be done was to correct it. Feedback helped students to recognize and avoid future mistakes.

Finally, video conferencing can be used for different purposes and to develop different skills because it allows students keep in contact with the teacher and therefore with the language. In fact, technology provides many tools that can be applied in education field being conferences the most important in the current

educational modality. As the statistical data proved that video conferencing influences on listening, it can be said that teachers should use more meetings with their classmates to help them in the process of learning a foreign language.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After the use of video conferences carried out with students of the last year of high school, it was possible to collect numerical data about their development. All the results were analyzed and interpreted in a detailed way and in this chapter the main findings of the research are presented.

- The use of videoconferencing was effective and useful because it showed good results in improving the listening skill. The data collected show that students had a better development and this achievement was possible because listening activities were focused on the level and age of the students. As the comparison between tests demonstrated an improvement of 1,94 points it was possible to verify the alternative hypothesis. Hence, video conferences have a remarkable influence on listening skill, especially because videoconferencing develops students' critical thinking and autonomous work because they must not only limit themselves to what is taught during the videoconference, but must also incorporate extra materials (Cisco, 2018).
- Students listening skill was evaluated with a pre-test where the mean score was 6,73. This result demonstrated that their level was not so high and it generated some troubles with listening activities, concentration problems, low listening comprehension, understanding difficulties and problems with basic vocabulary. It does not mean that students have troubles in all language skills but that they need to try harder to perform well on this language skill especially with online-activities. All activities were focused on improving listening skill and they helped to get students' attention and they could develop the activities in a better way as we can see in the post-test where the mean score is 8,67. The success of video conferencing was due to the fact that appropriate activities and materials were chosen according to the age and level of the students (Tucker, 2020).

- Video conferencing is essential in this online-modality because teaching-learning process had changed drastically and people needed to adapt to this modality. Furthermore, it has become the most used not only in our country, but also around the world, so it is effective because it is dynamic, it has a lot of tools, it is interactive, and it develops students' critical thinking. Video conferencing gives much learning opportunities and adapts to all educational environments (Correia, 2020).

4.2 Recommendations

- Teachers should promote activities based on videoconferencing because it has a wide range of tools and students improve their vocabulary noticeably, they can improve listening skills and understand conversations, phrases, and sentences in a better way because they are familiarized with the language through dynamic classes, so they learn more information with pictures, audios, and all kind of online resources that are presented in video conferences.
- It is recommended that teachers use more listening activities because this skill is one the most difficult for learners. Listening activities can be accompanied by images so that students feel motivated to participate. Listening activities should be used more frequently to provide students with better learning opportunities and they are engaged to the class.
- This new online context should be used to apply new teaching strategies taking advantage of technology. There are many online tools that can be used to have videoconferences and it gives students the opportunity to increase their knowledge of the language and improve their academic development.

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Annexes

Pre-test

<https://forms.gle/nhN2aS2yDivd7ujJ8>

Post- test

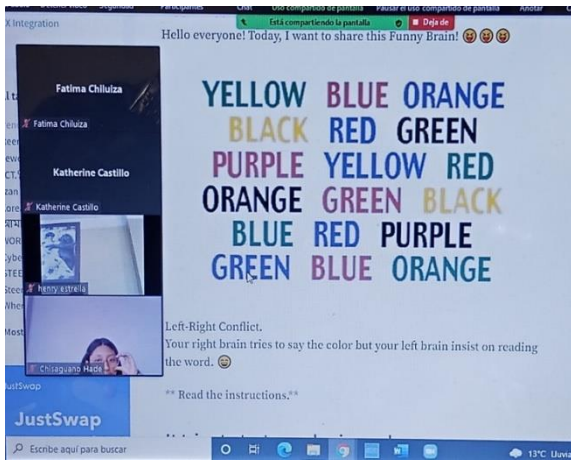
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Lesson plan 1: My room

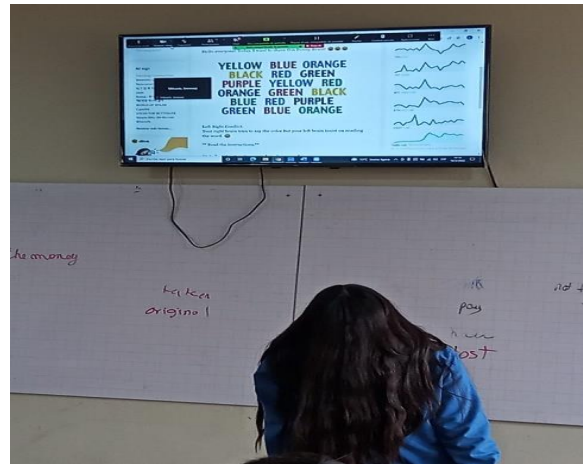
Topic: Home - my room in English			
Level: B1	Age: 16 – 17 years old	Time: 40 minutes	No. of students: 30
Aims: Share ideas about things in their houses.			
Objectives: <ul style="list-style-type: none"> • Use dynamic listening activities to engage students in the class. • Practice home – my room vocabulary through online activities. 			
Materials: Computer, internet, online-games.			
Assessment: Giving information about things in your bedroom vocabulary using technology.			
Anticipated problems: SS might have difficulty to remember things in the bedroom vocabulary. SS might make mistakes in the activities.			
Time	Teacher activity	Student activity	Success
5 min	Warm Up At the beginning of the class the teacher presents a picture with the name of different colors, then the teacher chooses 5 volunteers, the teacher gives the instructions to say the name of the color not the name.	The 5 students try to say the color of the picture not the name avoiding make mistakes.	All students in the class pay attention to classmates' participation.
5 min	Reinforcement Teacher describes his house, reinforcing vocabulary about: bed, computer, lamp, desk, office chair, etc. Teacher chooses a student to describe his or her house.	Pay attention to the teacher. Describe his or her house.	

5 min	<p>Pre activity – Instructions</p> <p>Teacher opens the link related to “my room” vocabulary.</p> <p>https://www.englishactivities.net/englishvocabulary?topic=Home%20-%20my%20room&level=primary</p> <p>Teacher explains that Students are going to listen to the audio twice.</p> <p>Teacher says the activities that they are going to develop in the class. (Home-my room 1) and 3 games.</p>	<p>Pay attention to the teacher.</p> <p>Ask questions if there is any doubt about the instructions or the online-games.</p>	
20 min	<p>Main activity – Audio and Games</p> <p>Monitor the class.</p> <p>Solve doubts.</p>	<p>Students listen the activity twice.</p> <p>Students ask questions to the teacher if they cannot understand.</p>	<p>Students will be able to complete the 3 activities.</p>
5 minutes	<p>Review – Introducing their classmates</p> <p>Teacher checks students answers by sharing screens.</p>	<p>Students share the screen to the class to compare answers.</p>	<p>Students share their answers to the teacher.</p>

ANNEXES



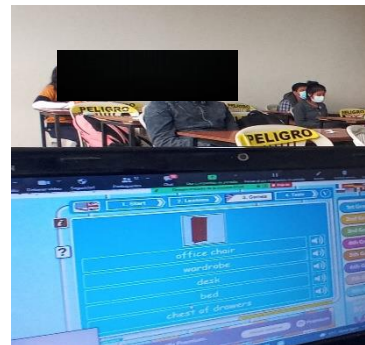
Source: Slides
Author: Criollo J. (2022)



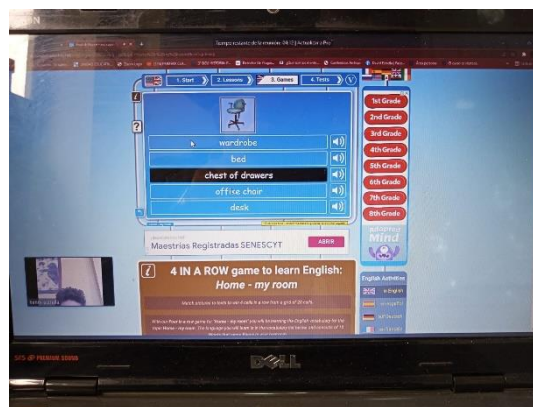
Source: Slides
Author: Criollo J. (2022)



Source: Board
Author: Criollo J. (2022)



Source: Hybrid classes
Author: Criollo J. (2022)



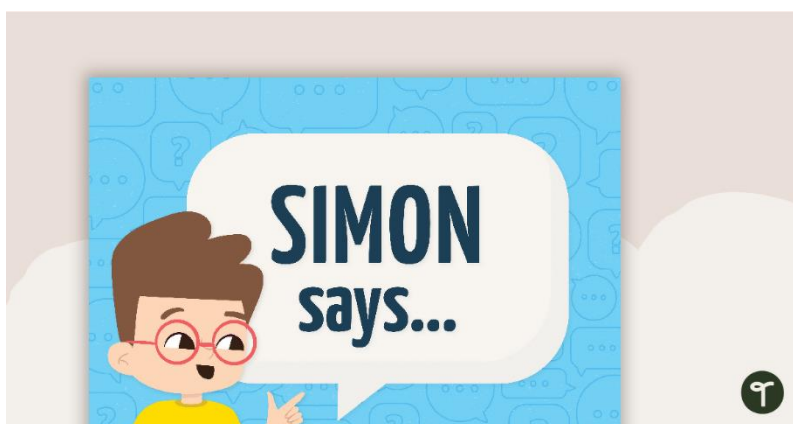
Source: English activities
Author: Criollo J. (2022)

Lesson plan 2: Weather and seasons

Topic: Weather and seasons vocabulary			
Level: B1	Age: 16 – 17 years old	Time: 40 minutes	No. of students: 30
Aims: Compare answers by talking to their classmates.			
Objectives: <ul style="list-style-type: none"> • Use dynamic listening activities to engage students in the class. • Recognize the weather in different situations. 			
Materials: Computer, internet, board, markers.			
Assessment: Giving information about weather and season vocabulary using technology.			
Anticipated problems: SS might have difficulty to remember weather and season vocabulary. SS might make mistakes in the activities.			
Time	Teacher activity	Student activity	Success
5 min	Warm Up At the beginning of the class teacher says all instructions related to “Simon says”, and he says body movements in order to engage students attention.	All class follow the instructions of the game “Simon says”	Students at the end of the game are motivated to learn.
5 min	Reinforcement Teacher chooses 5 students and they are going to describe the weather in other countries.	Students stand up and get ready for the description of the 5 participants.	
5 min	Pre activity – Instructions Teacher opens the link related to weather and season. https://es.liveworksheets.com/worksh eets/en/English_as_a_Second_Langua ge_(ESL)/Weather/Weather_(Audio_dictionary)_dz122162cd	Pay attention to the teacher. Ask questions if there is any doubt about the instructions or the worksheet.	

	<p>Teacher explains that Students are going to listen to the audio twice.</p> <p>Teacher says the activities that they are going to develop in the class. Listen and repeat the vocabulary related to season and the weather. Develop a worksheet related to the vocabulary.</p>		
20 min	<p>Main activity – Audio and Games</p> <p>Monitor the class.</p> <p>Solve doubts.</p>	<p>Students listen the activity twice.</p> <p>Students develop the worksheet.</p>	<p>Students will be able to complete the activities.</p>
5 minutes	<p>Review – Comparing answers</p> <p>Teacher checks students answers by sharing screens and presenting in class.</p>	<p>Students share the screen to the class to compare answers. An the students in the class compare answers with their classmates.</p>	<p>Share information with their classmates.</p>

ANNEXES



Source: Slides
 Author: Criollo J. (2022)



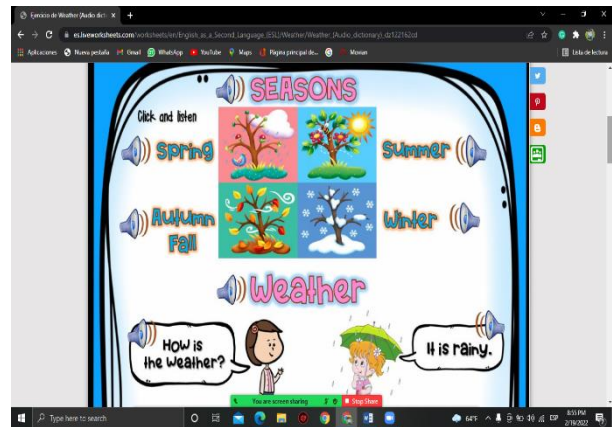
Source: Face-to-face activity
Author: Criollo J. (2022)



Source: Face-to-face activity
Author: Criollo J. (2022)



Source: Face-to-face class
Author: Criollo J. (2022)



Source: Liveworksheets
Author: Criollo J. (2022)

VOCABULARY WORKSHEET – THE WEATHER

What's the weather like?



It's freezing.



It's cold.



It's warm/ mild.



It's hot.



It's raining.



It's snowing.



It's windy.



It's cloudy.



It's sunny.



It's foggy.



It's stormy.

	WHAT CAN YOU DO?	WHAT CAN'T YOU DO?
on windy days		
on rainy days		
on snowy days		
on cloudy days		
on stormy days		
on sunny days		
on foggy days		

Sing in the rain. Make a snowman. See the sun. Stay in bed. Play cards in the garden.
 Fly a kite. Count the clouds. Play hide and seek. Ride a horse. Go sightseeing.
 Swim in the sea. Play out with snowballs. Go out without an umbrella. Sunbathe.

Source: ISL collective
 Author: Criollo J. (2022)

KEY

	WHAT CAN YOU DO?	WHAT CAN'T YOU DO?
<i>on windy days</i>	Fly a kite.	Play cards in the garden.
<i>on rainy days</i>	Sing in the rain.	Go out without an umbrella.
<i>on snowy days</i>	Play out with snowballs.	Ride a horse.
<i>on cloudy days</i>	Count the clouds.	See the sun.
<i>on stormy days</i>	Stay in bed.	Swim in the sea.
<i>on sunny days</i>	Sunbathe.	Make a snowman.
<i>on foggy days</i>	Play hide and seek.	Go sightseeing.

Source: Liveworksheets

Author: Criollo J. (2022)

Lesson plan 3: Shopping and prices

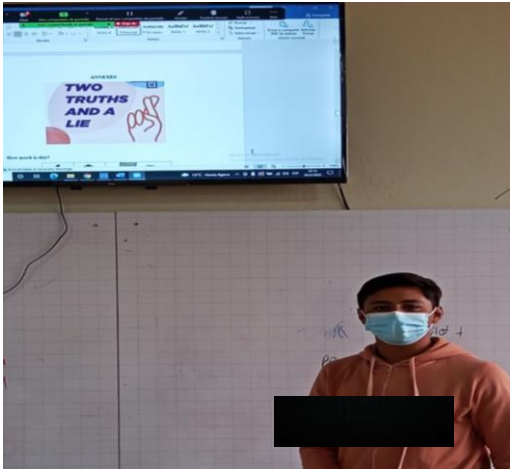
Topic: Shopping and prices.			
Level: B1	Age: 16 – 17 years old	Time: 40 minutes	No. of students: 30
Aims: Discuss about the price of different products.			
Objectives: <ul style="list-style-type: none"> • Reinforce “Shopping and prices” vocabulary through an online listening activity. • Complete different activities to show their understanding of the lesson. 			
Materials: Computer, internet, board, markers.			
Assessment: Giving characteristics “Shopping and prices” using technology.			
Anticipated problems: SS might have problems with new vocabulary. SS might make mistakes in the activities.			
Time	Teacher activity	Student activity	Success
5 min	Warm Up At the beginning of the class, teacher asks 10 students to say 2 thrust and 1 lie, and the whole class try to guess what is the lie.	The participants say 2 thrust and 1 lie.	Students participate in the activity and get ready to learn.
5 min	Reinforcement Teacher asks students. What is your favorite hobby?	Students answer the questions.	
5 min	Pre activity – Instructions Teacher opens the link: https://www.esl-lab.com/basic-english/shopping-and-prices/ Teacher explains that Students are going to listen to the audio, and he will ask questions about the listening.	Pay attention to the teacher. Ask questions if there is any doubt about the instructions or the questions.	

20 min	Main activity – Online activity Monitor the class. Solve doubts.	Students listen to the vocabulary words. Students ask questions to the teacher if they cannot understand.	Students will be able to choose the correct answers.
5 minutes	Review – Practicing prices Teacher asks: How much is it? with some pictures.	Students answer the questions.	Students answer with the correct price.

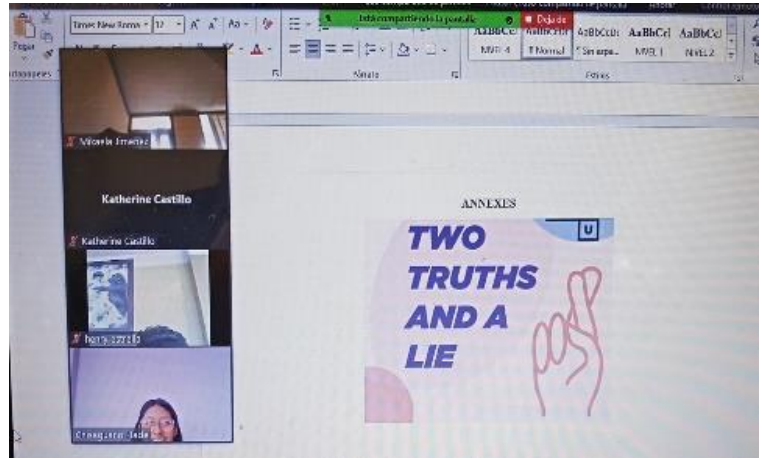
ANNEXES



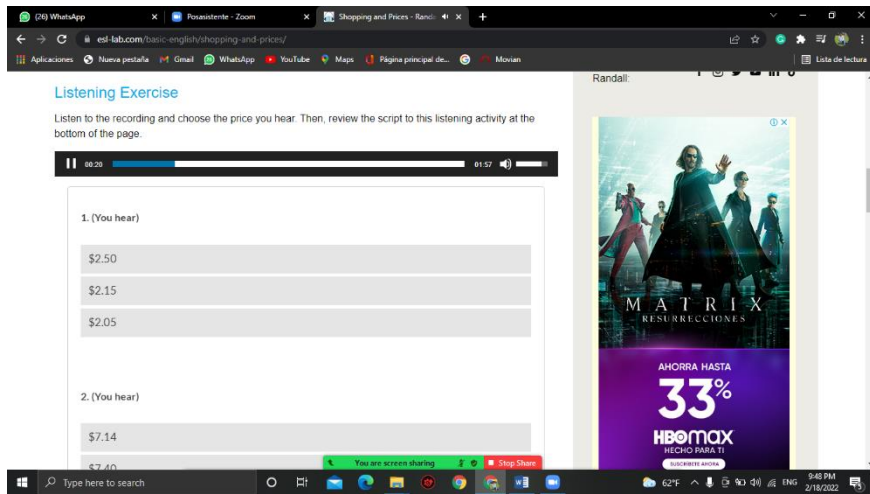
Source: Slides
 Author: Criollo J. (2022)



Source: Hybrid classes
 Author: Criollo J. (2022)



Source: Hybrid classes
 Author: Criollo J. (2022)



Source: Hybrid classes
 Author: Criollo J. (2022)



Source: Hybrid classes
 Author: Criollo J. (2022)

			
£1.20 bananas	£3.50 flowers	£2.80 coffee	£1.90 sandwich
			
20p tomato	70p juice	90p bread	£2.10 bacon
			
£3.20 eggs	£4.30 chicken	£1.80 cereal	£1.30 jam

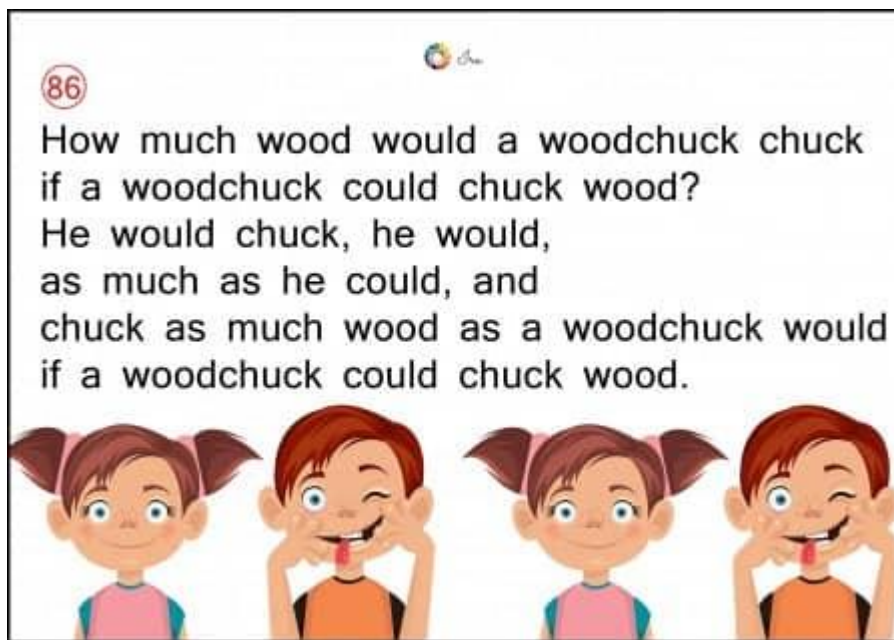
Source: Hybrid classes
 Author: Criollo J. (2022)

Lesson plan 4: Free time

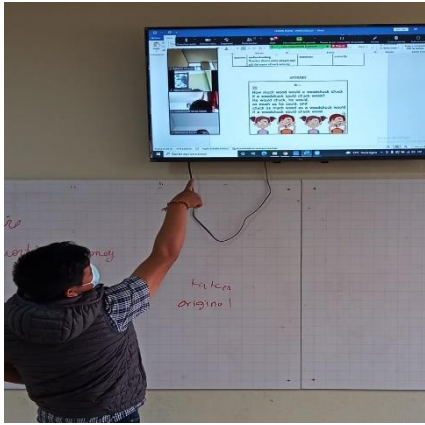
Topic: What do you do in your free time?			
Level: B1	Age: 16 – 17 years old	Time: 40 minutes	No. of students: 30
Aims: List the name of different free time activities.			
Objectives: <ul style="list-style-type: none"> • Identify different free time activities through audio flashcards. • Tell the name of some free time activities. 			
Materials: Computer, internet, board markers.			
Assessment: Completing online tasks about free time activities.			
Anticipated problems: SS might have problems with new vocabulary. SS might have problems to understand the audio.			
Time	Teacher activity	Student activity	Success
5 min	Warm Up At the beginning of the class, teacher asks 5 students to read the tongue twister twice, the first time slowly and the second time quickly.	The participants read the tongue twister twice.	Students participate in the activity and get ready to learn.
5 min	Reinforcement Teacher asks to students. What do you do in your free time?	Students answer the question with the vocabulary they remember.	Students active participation.
5 min	Pre activity – Instructions Teacher opens the link: https://n9.cl/5k83m Teacher explains that Students are going to listen to an audio about different free time activities and they are going to	Pay attention to the teacher. Ask questions if there is any doubt about the instructions.	

	repeat each vocabulary word.		
20 min	<p>Main activity – Audio flashcards</p> <p>Teacher plays the audio and repeat each word.</p> <p>Monitor the class and solve doubts.</p>	<p>Students listen the activity.</p> <p>Students repeat each word.</p>	<p>Students will repeat each word correctly.</p>
5 minutes	<p>Review – Checking understanding</p> <p>Teacher shows some images and ask the name of each activity.</p>	<p>Students answer the questions.</p>	<p>Students answer correctly.</p>

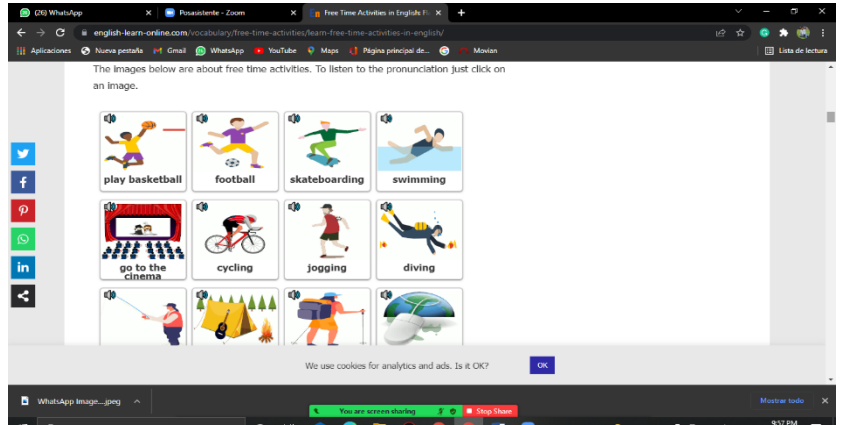
ANNEXES



Source: Slides
 Author: Criollo J. (2022)



Source: Hybrid classes
Author: Criollo J. (2022)



Source: English Learn Online
Author: Criollo J. (2022)



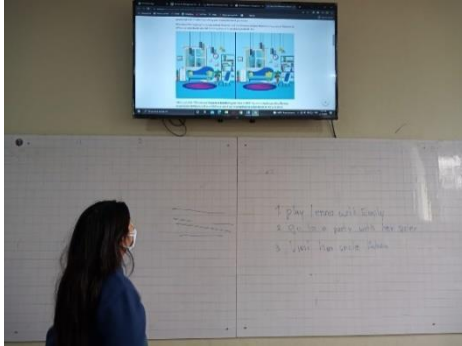
Source: Hybrid classes
Author: Criollo J. (2022)

Lesson plan 5: Free time part 2

Topic: What do you do in your free time?			
Level: B1	Age: 16 – 17 years old	Time: 40 minutes	No. of students: 30
Aims: Label different free time activities orally.			
Objectives: <ul style="list-style-type: none"> • Reinforce vocabulary about free time activities • List some free time activities you do. 			
Materials: Computer, internet, board.			
Assessment: Telling some free time activities.			
Anticipated problems: SS might have difficulty to remember verbs to talk about free time activities. SS might have problems in pronunciation.			
Time	Teacher activity	Student activity	Success
5 min	<p>Warm Up</p> <p>At the beginning of the class, the teacher presents two pictures with 10 differences.</p> <p>Teacher says that the whole class try to find the differences and write them on the screen.</p>	The whole class try to find the differences and write them on the screen.	All students in the class participate in this activity.
5 min	<p>Reinforcement</p> <p>Teacher asks some students a question:</p> <p>What does your father/mother do in his/her free time?</p> <p>What do you do in your free time?</p>	Students answer the questions.	Students active participation.

5 min	<p>Pre activity – Instructions</p> <p>Teacher explains that they are going to reinforce the previous topic with some other activities.</p> <p>Teacher opens the links about free time activities.</p> <p>https://n9.cl/5k83m</p>	<p>Pay attention to the teacher.</p> <p>Ask questions if there is any doubt about the instructions or the online-games.</p>	
20 min	<p>Main activity – Audio and online activities</p> <p>Teacher plays the audio to help students remember the words.</p> <p>Teacher uses a spelling test to check understanding.</p> <p>https://www.english-learn-online.com/vocabulary/free-time-activities/free-time-activities-vocabulary-word-scramble-game-in-english/</p> <p>Teacher starts a “make words game”</p> <p>https://www.english-learn-online.com/vocabulary/free-time-activities/free-time-activities-vocabulary-make-up-word-game-in-english-online/</p>	<p>Students participate in each activity.</p> <p>Students ask questions to the teacher if they cannot understand the audio.</p>	Students active participation.
5 minutes	<p>Review – Feedback</p> <p>Teacher gives feedback and improve students pronunciation</p>	Students solve doubts.	Students pay attention.

Annexes



Source: Hybrid classes
Author: Criollo J. (2022)



Source: Hybrid classes
Author: Criollo J. (2022)



Source: Hybrid classes
Author: Criollo J. (2022)

g u f w i i n n r d s

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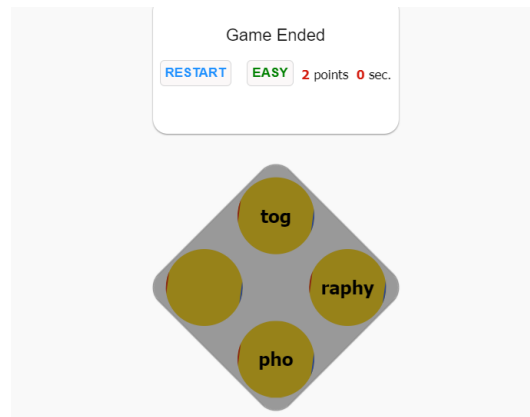
ANSWER

i a g s n i l

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ANSWER

Source: English Learn Online
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Source: English Learn Online
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